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ABSTRACT

This report reflects the work of the Commission on Environmental Education created and authorized to study environmental education in the state of New Jersey. The commission identified the knowledge, attitudes, values, behaviors and skills that should be communicated, developed, and/or nurtured among the state's citizenry. A list of recommendations for the development of an environmental education master plan was also compiled. The recommendations include specific activities and target dates of completion. The recommendations are specifically addressed to the governor, the state legislature, county and municipal governments, the Department of Higher Education, the Department of Education, the Department of Environmental Protection, the New Jersey Education Association, environmental organizations, the business community, religious organizations, autonomous units of government such as soil conservation districts, watershed association, and environmental commissions, and youth organizations. A copy of Executive Order No. 205, that created the commission, and a list of commission members are included. (KR)

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If you are thinking a year ahead, sow seed.
If you are thinking 10 years ahead, plant a tree.
If you are thinking 100 years ahead, educate the people.

Kuan-Tsu, 3rd Century BC

COMMISSION ON ENVIRONMENTAL EDUCATION NEW JERSEY JUNE 1990

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June 1, 1990

The Honorable Jim Florio
Governor
The State of New Jersey
Trenton, NJ 08625

Dear Governor Florio:

On April 24, 1989, Executive Order No. 205 created the Commission on Environmental Education and authorized that body to study environmental education in New Jersey. During the past several months the Commission has addressed the mission outlined in the executive order and prepared the enclosed report.

Collectively, we determined that educating New Jerseyans about their role in environmental protection is imperative to ensure the ability of the environment to sustain future generations.

With this in mind, we identified the knowledge, attitudes, values, behaviors and skills that should be communicated, developed and/or nurtured among the state's citizenry. We also compiled a list of recommendations for the development of an environmental education master plan. Our recommendations include specific activities and target dates of completion.

This report reflects many people from many disciplines united by one commitment to make New Jersey a healthier place to live. In light of this, we urge you to act upon our recommendations.

Yours truly,

Robert A. Winter

Robert A. Winter, Ed.D.
Chairperson

INTRODUCTION

What people in New Jersey do impacts on the people in Los Angeles, Quebec, Berlin, New Delhi, Dublin and every other place on Earth. The food we eat, the clothes we wear, and the homes we live in are made of things from all over the world. We share the Earth's resources and consequently the responsibility for its degradation and its restoration.

The stress on these resources is ever- increasing. The population of New Jersey is estimated at 7.5 million, of the United States at 249.6 million and of the Earth at 5.2 billion. While the human population mounts, the resources do not. There is a finite amount of air, water, soil and minerals. And the diversity and populations of other living things with whom we share this planet are dwindling.

To resolve these environmental challenges we must first plant seeds in hearts where the roots of stewardship begin. Then we must nurture each others' ability to think critically and process information effectively. We must educate.

KNOWLEDGE THAT SHOULD BE COMMUNICATED TO THE STATE'S CITIZENRY

- ❑ The earth is comprised of renewable and nonrenewable natural resources.
- ❑ Natural resources are living and non-living things.
- ❑ Interdependence exists between all living and non-living things.
- ❑ All living things have basic needs which must be met by their environment in order to survive.
- ❑ Humans are living things that respond to the same limiting factors as other organisms, such as over population, disease, pollution and loss of habitat.
- ❑ The survival of living things is determined by their ability to adapt to a changing environment.
- ❑ The ability of the earth to support life as we know it has certain limitations.
- ❑ The environment has many interacting components including: technological, social, political, economic, ecological, moral, and cultural.
- ❑ All components of the environment function as a dynamic and interactive system.
- ❑ Historical knowledge can help to remediate present and future environmental ills.
- ❑ Humans have significant impact on the earth and its systems.
- ❑ Humans have an important responsibility for the planet's ability to support life.

ATTITUDES AND VALUES THAT SHOULD BE NURTURED AMONG THE STATE'S CITIZENRY

- ❑ We are the stewards of the earth.
- ❑ Our purchasing habits and lifestyles should demonstrate a compatability with the environment.
- ❑ We recognize that environmental issues transcend all cultural, social and political boundaries.
- ❑ Environmental issues have a moral dimension.
- ❑ All natural resources, living and non living, renewable and nonrenewable, must be respected and used wisely.
- ❑ Learning about the environment is a lifelong process.
- ❑ The diversity of culture and its impact on the environment should be considered when developing environmental policy.
- ❑ Wise management of all natural resources, including human populations, will help to assure that the earth will be able to support future generations.
- ❑ The natural environment can serve as a place for regeneration of the human spirit.
- ❑ We must take responsible actions to maintain a balance of natural systems.

SKILLS AND BEHAVIORS THAT SHOULD BE DEVELOPED AMONG THE STATE'S CITIZENRY

Listed empirically, citizens should be able to:

- ❑ identify natural systems and their interrelated components.
- ❑ distinguish between scientific fact, fiction and opinion.
- ❑ differentiate between constructive and destructive behaviors toward the environment.
- ❑ identify, evaluate and select alternatives to prevent and resolve environmental problems.
- ❑ develop a lifestyle that reflects environmental awareness.
- ❑ take positive action to resolve and prevent environmental problems.
- ❑ monitor and evaluate the impact of personal and societal actions and policies on the environment.

RECOMMENDATIONS

The Commission on Environmental Education Recommends That:

I. Governor Florio	Activity/Target Date
A. Establish a permanent Environmental Education Commission. Representatives would serve staggered terms.	1. Plan and coordinate environmental education activities with the Department of Education, Department of Higher Education, and the Department of Environmental Protection by 12/1/90.
	2. Establish a strategy to develop a master plan for New Jersey Environmental Education by July 1, 1992 which defines environmental education, includes human culture as part of the total ecological system, and specifies the knowledge, values, skills, and behaviors essential for stewardship of the environment by 12/1/90.
B. Establish an Interdepartmental Council composed of representatives from the Departments of Higher Education, Environmental Protection, and other appropriate agencies.	1. Ensure the efficient accomplishment of meaningful projects which require interdepartmental cooperation including the completion of the Environmental Education Commission's recommendations by 7/1/90.
	2. In cooperation with state agencies and the environmental organizations, publish a directory of environmental education facilities and programs available to school districts and to individuals providing inservice workshops, field trips, programs for teachers, students and the general public by 7/1/92.
C. Annually sponsor an environmental summit whereby all Commissioners of all state departments and the Chancellor of Higher Education would be mandated to attend.	1. The outcome of the summit should be documented in a publication that would be circulated throughout each department and to the general public by 10/1/90.
D. Proclaim an annual environmental education week.	1. Appoint citizens or groups to coordinate and publicize by 4/1/90.

II. The State Legislature	Activity/Target Date
A. Designate specific sources of funding for environmental education.	1. Support the development of an environmental education master plan through the passage of enabling legislation by 9/1/90.
	2. Provide the necessary funds for the implementation of a comprehensive environmental education program by 9/1/92.

B. Ensure that environmental legislation is supportive of the need for greater environmental responsibility.	**1.** Legislation concerning environmental issues should include an environmental education component by 7/1/90.
C. Ensure that environmental legislation is supportive of environmental education as established by the environmental education master plan.	**1.** Pass legislation to encourage responsible use and protection of our environment as outlined in the Environmental Education Master Plan by 9/1/92
D. Assure the success of an environmental education program in New Jersey.	**1.** Seek sponsorship and work for passage of enabling legislation to establish a Division of Environmental Education within the Departments of Education, Higher Education and Environmental Protection by 7/1/93. **2.** Provide sufficient annual appropriations to maintain Divisions of Environmental Education by 7/1/93.

III. County and Municipal Governments	**Activity/Target Date**
A. Promote learning about the environment.	**1.** Encourage local organizations to become involved in service projects related to environmental concerns in the county/municipality by 7/1/90. **2.** Using various forms of media, inform residents of environmental issues and positive actions they can take by 7/1/90.
B. Demonstrate environmental leadership.	**1.** Establish environmental commissions and advisory boards to review and publicly comment on development and other environmental issues and their impact upon the local government by 1/1/91. **2.** Assign a person/persons on governing boards to act as a liaison with environmental organizations by 7/1/90.

IV. The Department of Higher Education	**Activity/Target Date**
A. Establish program requirements which foster environmental awareness at the undergraduate and the graduate levels.	**1.** Establish degree requirements that include formal study of environmental topics that will ensure basic knowledge of our environment and encourage behaviors to protect our environment by 7/1/92. **2.** Require an undergraduate environmental experience (equivalent to 3 credits) for those enrolled in teacher certification programs by 7/1/91.

V. The Department of Education	Activity/Target Date
A. Direct local school districts to provide environmental education experiences in the educational program.	1. Establish a specific unit within the Department of Education to provide technical assistance to local school districts implementing or improving their environmental education programs by 9/1/90.
	2. Identify models of scope and sequence, with goals, objectives, skills, and attitudes to be disseminated as a resource/curriculum guide by 9/1/91.
	3. Include a component in the state monitoring process to ensure the availability of environmental education during the student's school experience by 7/1/92.
	4. Assess infused knowledge about the environment by use of objective measures which reflect student knowledge of identified proficiencies by 7/1/93.
B. Encourage teachers to refine their knowledge of environmental concepts, values, and behavior and related instructional approaches.	1. Recommend that teachers annually participate in an environmental studies experience, which may be formal class structure or field trip by 9/1/93.
C. Support local school districts in the development of environmental education programs.	1. Establish or recognize curriculum models for dissemination which reflect exemplary approaches for delivery of environmental education in urban, suburban and rural settings through specific courses or the infusion of appropriate learning experiences by 9/1/90.
	2. Require that candidates for a high school diploma demonstrate knowledge of environmental concepts through their performance on a standardized test or by the application of environmental knowledge through completion of environmentally related community projects, or a comparable environmental activity under the auspices of a non-school agency by 9/1/90.
	3. Advocate experiences with nature and the out-of-doors by 9/1/90.

VI. The Department of Environmental Protection	Activity/Target Date
A. Promote environmental education programs for students and general public.	1. Through one specific division, continue to assist with the development and delivery of environmental education materials for schools, communities, and other organizations by 7/1/90.

B. Educate the general public about environmental terminology.	1. Develop a glossary of environmental terms and programs for use in describing the Commission's recommendations by 7/1/90.
C. Foster citizen involvement in environmental protection.	1. Increase support and technical assistance to environmental education efforts undertaken by organizations by 7/1/92.
D. Enhance citizenry's awareness of our state's environmental diversity.	1. Inventory and maintain a list of facilities and natural areas in New Jersey that could be used by schools and other organizations for environmental education by 1/1/92.
	2. Increase natural interpretive staff at all state parks and forests by 7/1/90.
	3. Develop natural interpretive centers and/or exhibits at all state parks and forests by 7/1/95.
	4. Develop and/or identify educational materials for the many and varied programs relating to the protection of New Jersey's environment and make these materials available to schools and colleges in the state and the general public by 1/1/92.

VII. The New Jersey Education Association	Activity/Target Date
A. Promote environmental awareness in students.	1. Take a position in support of teaching environmental education in New Jersey schools by 7/1/90.
	2. Advocate that their constituency infuse environmental education into their curricula and/or school activities by 1/1/91.

VIII. Environmental Organizations	Activity/Target Date
A. Facilitate the awareness of and access to environmental education resources.	1. In cooperation with state agencies and the Interdepartmental Council, contribute information to a directory of environmental education facilities and programs available to school districts and to individuals providing inservice workshops, field trips, and programs for teachers, students, and the general public by 7/1/92.
	2. Cooperate with groups that promote environmental education networking in New Jersey by 7/1/92.
	3. Encourage staff and/or members to participate in workshops and seminars of other environmental organizations by 7/1/93.

B. Develop mechanisms to keep teacher and interpretive naturalists informed about environmental concerns.	1. Support and publish professional journals and/or newsletters which focus on environmental education trends, and relate to environmental needs by 7/1/92.
C. Provide the general public and citizen groups with a better understanding of the impact of human behavior on the natural environment.	1. Develop programs that relate to people, their actions, and how they affect the environment by 7/1/92.
	2. Invite elected officials to meetings and conferences by 7/1/93.
D. Increase public awareness and action regarding environmental needs.	1. Sponsor conferences, seminars and workshops for the general public that lead to behaviors that are compatible with a healthy environment by 7/1/92.
E. Designate a member for environmental programs who will work in cooperation with the Interdepartmental Council.	1. Design exhibits and display materials for the general public that demonstrate people's connection to the natural environment and provide information that encourages behavior compatible with a healthy environment by 7/1/93.

IX. The Business Community	**Activity/Target Date**
A. Provide leadership and information for the general public.	1. Provide special programs, information and exhibits for their employees and the general public that demonstrate a concern for natural resources and a healthy environment in New Jersey by 7/1/93.
	2. Incorporate environmental information in the organization's newsletter and/or professional publications by 1/1/91.
	3. Designate an individual to serve as a liaison to environmental organizations by 1/1/91.
	4. Provide support to local communities, organizations and schools for the development of environmental education programs and/or activities by 7/1/93.
B. Demonstrate responsible corporate citizenry in behalf of the environment.	1. Through the use of science, research and technology, seek to develop alternate and new products that reflect environmental conscience by 7/1/93.
	2. Research, utilize and/or provide technologies useful in reducing impact on the environment by 7/1/93.
C. Ensure compliance with environmental regulations.	1. Develop policies and procedures and implement programs to comply with environmental regulations by 7/1/93.

X. Religious Organizations	Activity/Target Date
A. Promote learning about the environment and foster an environmental ethic.	1. Establish interdenominational committees to develop strategies promoting environmental education programs and activities by 7/1/91. 2. Use the environmental education network to locate models and materials suitable for developing programs and liturgies that relate to the moral code of each denomination by 7/1/91. 3. Encourage congregations to become involved in service projects related to local or statewide environmental concerns by 7/1/91. 4. Designate persons on religious governing councils whose responsibility will be to act as liaison with local environmental facilities and organizations and report progress on environmental concerns by 7/1/93.

XI. Autonomous Units of Government such as Soil Conservation Districts, Watershed Associations and Environmental Commissions	Activity/Target Date
A. Promote networking of environmental education resources.	1. Use the environmental education directories and inventories of the state to locate models and materials suitable for developing programs by 7/1/93. 2. Contribute information to a directory on environmental education facilities and programs available to school districts and to individuals providing inservice workshops, field trips and programs for teachers, students and the general public by 7/1/93.
B. Demonstrate environmental leadership.	1. Develop and/or utilize environmental education materials focusing on resource management and the built environment by 7/1/93. 2. Develop and conduct outreach programs for students, teachers and the community by 7/1/93. 3. When appropriate, retain environmental specialists to review environmentally sensitive projects and/or coordinate environmental education programs by 7/1/91.

	4. Conduct/support and/or co-sponsor environmental workshops, conferences and forums by 7/1/92. 5. Support via scholarships, grants, internships, training or other means those aspiring to careers or developing education programs in the environmental field by 7/1/92.
XII. Youth Organizations	**Activity/Target Date**
A. Promote environmental awareness among members.	1. Assign within each sponsoring organization an environmental coordinator who will act as a liaison between their group and other interested groups by 7/1/92. 2. Involve youth in local service projects focusing on environmental problems, issues, and their solutions and publicly recognize them for all their efforts by 7/1/92. 3. Advocate direct contact experiences with nature and the out-of-doors by 7/1/92.

STATE OF NEW JERSEY
EXECUTIVE DEPARTMENT

EXECUTIVE ORDER NO. 205

Whereas, the State of New Jersey's rural and urban communities are rich in a variety of natural resources; and

Whereas, there is an increasing demand being placed upon these natural resources to support the State's citizenry; and

Whereas, a clear awareness among the public of the frailty of these natural resources is necessary to protect the health and preserve the quality of life of the State's citizenry; and

Whereas, it is essential to provide the State's citizenry with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and enhance these aspects of our environment;

NOW, THEREFORE, I, THOMAS H. KEAN, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and by the Statutes of this State, do hereby

ORDER AND DIRECT:

1.There is hereby created the Commission on Environmental Education which shall:

a. identify specific information on the protection and enhancement of the environment which should be communicated to the State's citizenry;

b. propose a plan of actions and programs, including educational initiatives, which should be undertaken to ensure that this information is communicated to the State's citizenry; and

c. provide recommendations regarding measures that should be undertaken by individual and corporate citizens of New Jersey to conform behavior toward protection and enhancement of the environment.

2. The Commission shall consist of 22 members including:

a. two representatives from academia in the fields of environmental education and/or environmental science;

b. one representative of the clergy;

c. two representatives from labor/industry;

d. two representatives from cultural institutions including, but not limited to, organizations such as museums and nature centers;

e. three public or private school teachers, one from each of the following groupings - grades kindergarten to third, grades fourth to sixth, and grades seventh to twelfth;

f. one representative from school administration;

g. one representative from a local school board;

h. two representatives from non-partisan, public interest groups;

i. two representatives from the medical and/or health profession;

j. two non-academic science professionals;

k. two representatives from environmental education groups;

l. the Commissioner of Education, or his designee; and

m. the Commissioner of Environmental Protection, or his designee.

3. The Commission shall provide all individuals or organizations so inclined with the opportunity to provide written and/or oral testimony.

4. The Commission shall establish a work schedule and report its findings to the Governor no later than April 23, 1990.

5. This Order shall take effect immediately.

GIVEN, under my hand and seal, this
24th day of April in the Year of Our Lord,
one thousand nine hundred and eighty-nine,
and of the Independence of the United
States, the two hundred and thirteenth.

/s/ Thomas H. Kean

GOVERNOR

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COMMISSION MEMBERSHIP

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Assistant Director,
New Jersey Commission on
Science and Technology
Trenton

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League of Women Voters
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Superintendent of Schools,
Wayne Township Public Schools
Whippany

ANNOTATION OF REFERENCE MATERIALS

1. Belgrade Charter

UNESCO organized an international workshop on environmental education in Belgrade, Yugoslavia, October 13-22, 1975. Eighty percent of the Member States of the United Nations participated in the workshop and produced the document known as the Belgrade Charter, which continues to serve as the world master plan for environmental education. This document was unanimously approved by the representatives of the participating member states.

2. Tbilisi Declaration

From October 14-26, 1977 the first inter-governmental conference on environmental education was held in Tbilisi (Georgian SSR, USSR). The conference was organized by UNESCO in cooperation with the United Nations Environment Programme (UNEP). The Tbilisi Conference was a culmination of the first phase of the International Environmental Education Program launched by UNESCO in 1975 in cooperation with UNEP. The actual nature of environmental education was specified in the Declaration by laying down its aims and characteristics as well as the strategies to be adopted at the international level.

3. Pennsylvania Environmental Education Master Plan

In December of 1984 the Pennsylvania Environmental Education Master Plan Task Force presented to the Secretary of Environmental Resources a document establishing a structure for environmental education in the Commonwealth. Foremost in the master plan was the creation of an Office of Environmental Education. The master plan also recommended a statewide network to assess and implement environmental education programs in schools. Furthermore, the master plan directed recommendations and strategies to all segments of the state including the General Assembly, which was called upon to enact legislation supporting environmental education as an integral part of the learning process for all Pennsylvanians.

4. Wisconsin Curriculum Planning Guide

The document was designed to help identify content and instructional approaches to aid teachers in meeting the requirements of Wisconsin Administrative Code P.I. 3.05(4). The law requires preservice teachers to be trained in environmental education to obtain a teaching license.

5. Florida Environmental Education Act

In 1989 the Florida Legislature enacted a law requiring the Commissioner of Education to foster the development and dissemination of educational activities and materials which will assist Florida public school students, teachers and administrators in the perception and understanding of ecological principles and problems. The legislation guaranteed an annual budget for environmental education of one million dollars from the Florida Coastal Protection Trust Fund and established an Advisory Council which would be responsible for making recommendations to state agencies involved in the implementation of environmental education.

6. Scientific American, September 1989

Scientific American is published by Scientific America, Inc., 415 Mission Ave., New York, NY. The September 1989 issue focused on managing planet Earth. Every article in the issue discussed a different aspect of the environment such as climate, water, population, agriculture, energy use and manufacturing.

Thanks to the following groups for hosting Commission Meetings:

Somerset County Environmental Education Center,
Somerset County Parks Department;
New Jersey Department of Environmental Protection;
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and; Cooper Environmental Center, Cattus Island Park,
Ocean County Parks Department

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